

## Chapter 11

### Training

#### 11-1. General

*a.* Preparing and conducting training properly is one of any commander's most difficult, but most important, responsibilities. The primary objective is to produce a well-trained unit ready for field operations. The time to do that is now. Training is the central and primary task of the TACSAT Company in peacetime.

*b.* The Army training system, taken as a whole, is a complicated subject. This chapter emphasizes those aspects that will assist the TACSAT Company commander in accomplishing the TACSAT Company's training requirements. The chapter will be oriented towards TACSAT training in general. Detailed training information must be taken from technical manuals prepared for each item of TACSAT Company equipment. The need for training in the areas of C-E planning, NBC and EW, and rear battle operations has been emphasized in previous chapters. Information that guides the overall conduct of Army training is found in a series of training field manuals:

(1) FM 25-1 provides overall training philosophy and doctrine for the U.S. Army.

(2) FM 25-2 describes the Army training system and training management in units.

(3) FM 25-3 contains principles and procedures for the conduct of training in units.

(4) FM 25-4 describes how to plan, conduct, and control training exercises.

#### 11-2. Army training concepts

Reliable long-range communications are essential for command and control of the TA. The TACSAT Company must achieve and maintain the highest proficiency level. It must train as it will operate under field conditions, and train continually. Adherence to two fundamental concepts of training discussed in *a* and *b* below will assist the training effort. All leaders and trainers should thoroughly appreciate and understand them.

##### *a. Decentralized training.*

(1) The decentralized training concept places the authority and responsibility to organize, conduct, evaluate, and supervise training at the battalion or separate TACSAT Company level. The training effort itself takes place at or below company level where the job is actually performed. This means that the TACSAT Company commander and subordinate leaders must be able to determine specific training

objectives. These objectives are based on the supported unit mission, available training resources, and present level of training. The principal trainers should be the first line leaders who directly supervise the soliders and head the sections. Training is decentralized to these leaders because they—

Know the soliders and their-training needs.

(*b*) Know the section and its training needs.

(*c*) Can better control what motivates the soliders.

(*d*) Have much to gain from having a skillfully trained unit.

(2) The decentralized training concept also presents several advantages for the TACSAT Company commander:

(*a*) Training can be tailored to specific unit needs.

(*b*) Limited resources can be applied to priority programs.

(*c*) Junior leaders are directly involved in managing the time and training of personnel.

(*d*) Responsibility for training is consistent with the commander's responsibility for unit readiness.

##### *b. Performance-oriented training.*

(1) Training can be described as preparation for performance. Performance-oriented training is learning by doing. It focuses on those critical tasks that prepare soldiers to do their jobs. Proper training consists of establishing objectives, conducting training, testing, and evaluating. Think of this as a formula:

EFFECTIVE TRAINING = TRAINING OBJECTIVE + TRAINING + TESTING + EVALUATING

Once this idea becomes ingrained, training can be developed that serves the needs of the unit and its soldiers.

(2) The key to effective training is the development of performance-oriented training objectives. The objectives must facilitate clear and concise thinking about training for TACSAT operations. They must contain precise statements of the task, conditions under which it is performed, and the training standards of acceptable performance. Table 11-1 illustrates parts of a training objective. FM 25-3 contains a detailed explanation of how to develop performance-oriented training objectives.

Table 11-1. Three parts of a training objective	
Task	Defines what skill the soldiers being trained are expected to acquire.
Condition	Shows the soldiers the conditions under which they must be able to demonstrate the skill.
Standard	Defines how well the soldiers are expected to perform.

11-3. Training in the company

Training that takes place outside training centers and schools is conducted predominantly in operational units. Training in the TACSAT Company includes both individual and collective training. Individual training is preparing individuals to do individual tasks; to accomplish their mission and stay alive. Collective training prepares soldiers to perform those team, section, or company tasks essential to the accomplishment of the TACSAT Company's mission. FM 25-3 provides details for the conduct of training in units.

a. *Individual training.* TACSAT specialists receive advanced individual training in training centers or service schools. There, they gain only a working knowledge of their MOSs. This is the essential knowledge to perform a job under supervision. Training in system employment is gained in the TACSAT Company with leader supervision. Supervised on-the-job training (SOJT) is a way to complete a soldier's training. It can also be used to retrain a soldier into a new, critical shortage MOS. The complexity of satellite communications demands constant training for quick response to technical instructions. There are various training methods and tools to employ within TACSAT Company or local schools that focus on the mastery of mission-essential skills. It is important that TACSAT Company leaders and trainers understand these and use them to the advantage of the TACSAT Company.

- (1.) *Individual training methods.*
  - (1) Sustainment training is conducted to maintain skill and task performance at a required level of proficiency dictated by the TACSAT Company commander. This helps to ensure that a directed level of TACSAT readiness is maintained.
  - (b) Train-up training prepares soldiers to perform tasks at higher levels of responsibility. This provides the TACSAT Company with experienced personnel to assist in training and prepares soldiers for promotion.
  - (c) Cross-training prepares soldiers for other jobs and MOSs within the section or team. This improves the TACSAT Company's ability to survive in

combat and contributes to the soldier's professional development.

(d) Leader training prepares leaders to perform leadership tasks, employ the section, and make decisions. This training can be conducted through coaching as well as in a TACSAT Company school.

(2) Individual training tools. Training managers and trainers have numerous tools at their disposal. These include the familiar SM, trainer's guides (TG), job books, a variety of extension training materials (ETM), and the Individual Training and Evaluation Program (ITEP) (AR 350-37). The tools are used for analyzing, training, and evaluating and provide the basis for allocating resources. In a limited resource environment, making proper use of the tools is a must.

b. *Collective Training.*

- (1) Collective training is where teamwork comes in. It is every bit as important as individual training. In a TACSAT Company, this training should involve the entire unit so that total impact of all terminals is involved. The success of the TACSAT Company mission depends on how well all sections do their job together. The TACSAT Company Army Training and Evaluation Program (ARTEP) serves as the basis for developing collective training. It is important that training derived from the ARTEP be as realistic as possible.

- (2) Special emphasis must be placed on field training exercises to practice section proficiency. Only by constant practice will leaders be able to perfect what is expected of them. The supported headquarters may conduct a field exercise to refine command, control, and communications procedures. They are an effective vehicle to teach commanders and staffs how to operate together without using troops as training aids. Real equipment is used and interaction takes place with personnel in a tactical configuration. The TACSAT Company may conduct its own signal field exercise (SFX). The TACSAT Commander should ensure each section is involved in live equipment exercises as often as possible. Logistical support for terminal sections during an exercise may require support from other units. Detailed planning and support arrangements must be completed. Each element of the TACSAT Company should have a defined objective to accomplish before an exercise is terminated.

11-4. Training management

The Army training management system is the framework within which the TACSAT Company is trained. It incorporates concepts, responsibilities, and tools to achieve and sustain a high state of

training readiness. The system is responsive to individual and collective training needs. This section only provides a brief overview of training management. FM 25-2 provides the details,

*a. Training responsibilities.* Training responsibilities are established by commanders. This requires the TACSAT Company commander and subordinate leaders to be abreast of current training techniques and EAC communications doctrine. Leadership emphasis and active supervision are essential to execute the TACSAT Company's training program. Training responsibilities are divided between the training manager (the commander) and the trainers. The TACSAT Company commander works with higher signal headquarters to develop and implement a specific company training program. TACSAT Company officers and NCOs, as both supervisors and trainers, must ensure their platoons and sections can perform training objectives successfully. Each must be thoroughly knowledgeable of the soldier's individual tasks. The officers are primarily oriented towards collective training. The NCO is the principal individual trainer. Each individual soldier is responsible for keeping up his skill level. In team training, one soldier should learn to assist the other.

*b. Training management systems.* The Army's Battalion Training Management System (BTMS) is designed to standardize and teach the latest in training methodology. It is the system the TACSAT Company uses for training management. It covers the planning, preparation, conduct, and evaluation of training. See FM 25-2 for a detailed description of BTMS. Other programs that TACSAT trainers must use include—

(1) *Army Standardization Program (ASP).* A program to ensure that common tasks, drills, and procedures will be performed in a single prescribed manner throughout the Army (AR 350-1, chap 5).

(2) *Common Military Training (CMT) Program.* A program that identifies selected DA training requirements (AR 350-1, table 4-1).

(3) *New Equipment Training (NET).* A program conducted by a materiel developer or contractor that provides initial training on new equipment.

*c. Training phases.*

(1) Training management is a continuous process of—

(a) Planning training to achieve desired proficiency.

(b) Providing resources for planned training.

(c) Conducting the training.

(d) Providing evaluation feedback.

(2) This four-phased process is shown graphically in figure 11-1. The process is described in detail

in FM 25-2. One of the most important steps in planning training is to find out which tasks soldiers, sections, and the TACSAT Company already know how to do. By analyzing training results, strengths and weaknesses can be identified. A list of training objectives can then be developed as described earlier. The training program is based on these objectives.

*d. Training support.*

(1) Training support provides the foundation for Army training. Trainers must be able to obtain the training materials and resources needed to conduct individual and collective training. Locally, training materials are obtained as follows:

(a) The unit learning center (LC) is the trainer's primary source. The trainer can get training aids, films, technical extension course (TEC) lessons, television equipment, and training materials. The LC should have a library of ARTEPs, SMs, FMs, and training circulars.

(b) The Training Aids Support Center (TASC) usually serves an Army post or geographical area. The TASC has access to audiovisual materials. It can also order certain types of custom-made training aids. TASCs publish a periodic catalog of the materials they have available. The unit LC should keep an updated copy of this catalog available. The TASC is also the storage and issue facility for simulation devices.

(c) Training funds, fuel, terrain, and ammunition are essential training resources managed by the higher signal commander and staff. Trainers and leaders must provide their requirements for resources to the TACSAT Company commander. The TACSAT Company commander must ensure training resource needs are made known. Resources must be requested early enough to be reasonably sure of receiving them.

(2) There are other programs and materials to help train soldiers to perform individual tasks to standard. The Army training system provides a variety of nonresident ETM that are exportable to units. These include TEC lessons, SMs, FMs, and graphic training aids (GTA). Published training materials exportable to units are found in ETM catalogs in the 350-100 series of DA Pamphlets. DA Pamphlet 350-100 provides a one-source listing of all applicable and available ETM for all Army MOSSs. Other 350-100 series catalogs list ETM for various type signal units. The last chapter in each catalog explains how to order the training materials. Additionally, DA Pamphlet 351-20 lists correspondence course programs and materials available to TACSAT Company personnel.

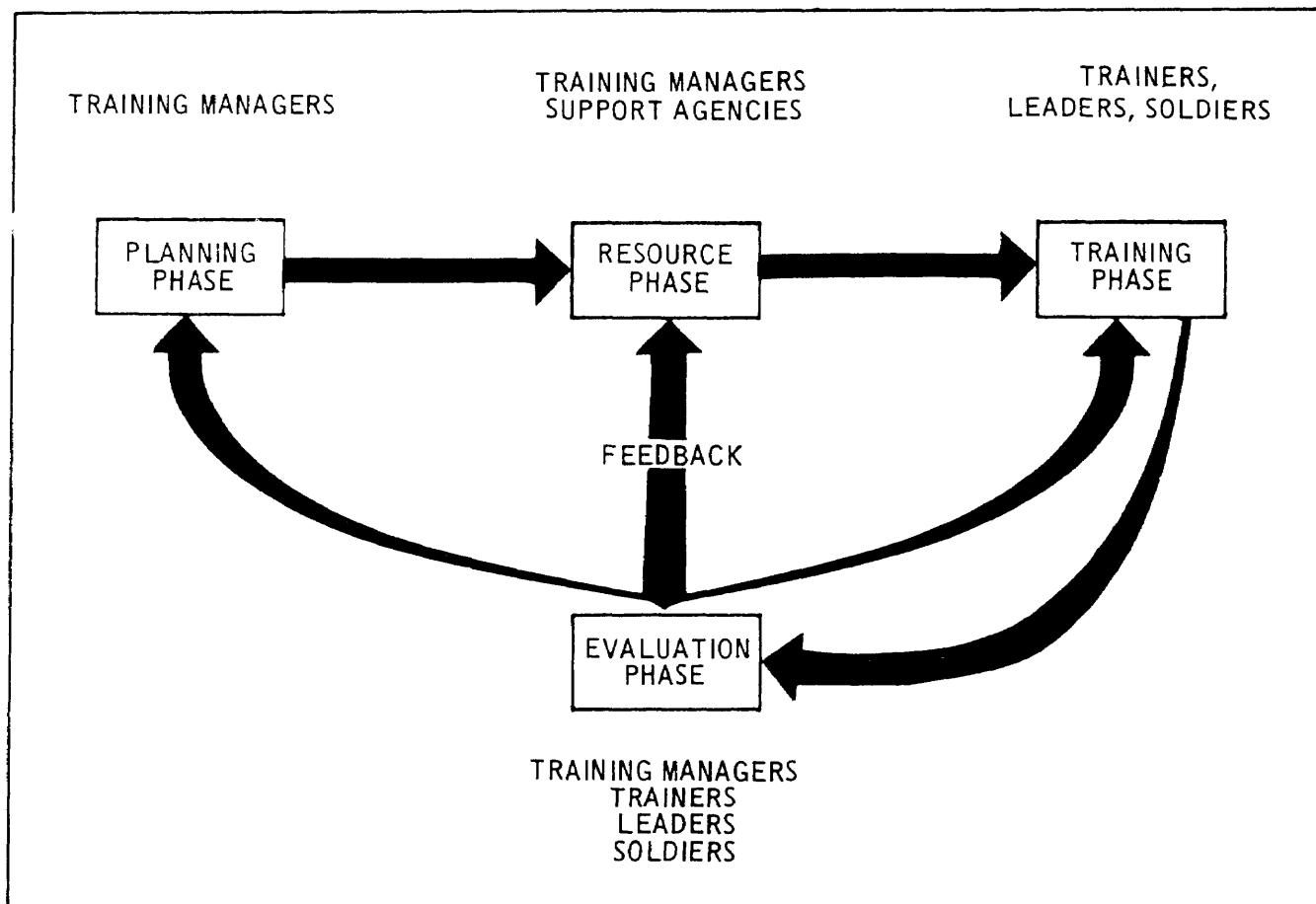


Figure 11-1. Phases of training management in units

### 11-5. Training tips

A TACSAT Company provides a service to other units. While the supported unit is training, TACSAT sections are essentially operating to make that training a success. Therefore, the bulk of TACSAT training must take place before supporting an exercise. This means that the TACSAT Company commander must maximize the use of what little training time is available. Be imaginative. Good training is accurate, well structured, efficient, effective, realistic, and safe.

*a. Realistic training.* Realistic training to develop full readiness should be conducted. The classroom setting should be avoided as much as possible. Satellite radio operators need to experience the power level, synchronization, frequency, and interference problems that occur in live operations. They must learn to take direction and be coordinated by GMFSC or DSCS net control centers. Realistic training includes realistic problem solving. This training will aid personnel to overcome sticky situations they

are sure to meet in the field. Instead of learning lessons the hard way, practice field skills such as the following:

- (1) Operate under stressed conditions such as in an EW jamming environment.
- (2) Test alternate means of communications.
- (3) Train everyone connected with communications to use communications.
- (4) Communicate with other services.
- (5) Operate under adverse conditions such as bad weather, threat of enemy attack, and/or NBC warfare.
- (6) Accomplish required maintenance under field conditions.
- (7) Logistically support communications elements in the field.
- (8) Deploy maintenance support teams on no notice situations.
- (9) Select and layout sites, and establish TACSAT links at night.

(10) Establish TACSAT links without aid of SCCC (AN/MSQ-114) or DSCS DGCL (must be pre-coordinated).

*b. Motivation for good training.* Realistic, effective training enables a unit to accomplish its mission. For a TACSAT Company, that mission is to provide reliable TACSAT communications. There are other payoffs to consider. When the TACSAT Company is well trained, the chances are good that the amount of equipment loss and replacement is reduced. Repair and maintenance are kept to a minimum and spare parts can be conserved. C-E equipment will be there when it is needed. Cross-training and trainup contribute to increased flexibility. For 24-hour operations, an operator must master a variety of skills with a lot of different equipment. Team members are often diverted for site preparation, improvement, and defense. Most important, increased morale is a by-product of good collective training. A soldier will give more when a member of a skilled team.

*c. Comprehensive evaluation of training.* The final step in conducting effective training is to complete a training evaluation. This is much more than supervision of training by the commander, subordinate leaders, and trainers. Supervisors can assist and encourage soldiers. Supervising also helps determine soldier performance of intermediate objectives. Training evaluation is more comprehensive. Always remember, the right things must not only be done well, they must be done well in the right way. The overall training must be evaluated from two viewpoints: training effectiveness and training efficiency. They are different and both are important.

(1) Training effectiveness relates to how well the soldier performs the overall training objectives.

(2) Training efficiency relates to how well resources were used to conduct the training.

*d. Training in support type units.* The TACSAT commander must consider the unique aspects of training in a support type unit. The training environment must be studied to determine training variables. This analysis will result in a list of actions that guide the planning and management of training. For a start, a few general hints are suggested below:

(1) Be sure supported commanders know the unit's mission uniqueness, capabilities, and special training needs.

(2) Carefully coordinate training with the diverse nature of TACSAT operations.

(3) Identify skill qualification tasks (SQT) performed on the job. Identify remaining tasks for individual or collective training.

(4) Integrate training on the job, in the motor pool, in the field, and everywhere possible.

(5) Plan SOJT. Soldiers are seldom adequately trained for C-E systems employment in Army schools.

(6) Plan consolidated training on common subjects for isolated sections or shift workers.

(7) Conduct signal support operations under field conditions to evaluate the unit's proficiency.

(8) Study ways to minimize the unit's field signature.

(9) Insist on the same high standards for training both in garrison and in the field.

(10) Visit as many training sessions as possible. Get involved personally in both signal and common subject training.